

READING STANDARD ARTICULATED BY GRADE LEVEL

GRADE 10

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts

Demonstrate understanding of print concepts.

(Grades K-3)

Concept 2: Phonemic Awareness

Identify and manipulate the sounds of speech.

(Grades K-2)

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts.

(Grades K-3)

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

PO 1. Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).

PO 2. Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).

PO 3. Determine how the meaning of the text is affected by the writer's word choice (e.g., literal vs. figurative language, idioms, adages).

PO 4. Identify the meaning of metaphors based on common literary allusions.

PO 5. Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.

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Concept 5: Fluency

Read fluently.

PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).

PO 2. Generate clarifying questions in order to comprehend text.

PO 3. Use graphic organizers in order to clarify the meaning of the text.

PO 4. Connect information and events in text to experience and to related text and sources.

PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 1. Analyze the author's use of literary elements:

- theme (moral, lesson, meaning, message, view or comment on life),
- point of view (e.g., first vs. third, limited vs. omniscient),
- characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),
- setting (time of day or year, historical period, place, situation), and
- plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).

PO 2. Analyze the author's use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.

PO 3. Compare (and contrast) the illustration of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem, short story).

PO 4. Identify how an author's choice of words and imagery sets the tone and advances the work's theme.

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Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

PO 1. *Describe the historical and cultural aspects found in cross-cultural works of literature.*

PO 2. *Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).*

PO 3. *Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.*

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

PO 1. *Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.*

PO 2. Distinguish supported inferences from unsupported inferences in expository selections such as editorials, newspaper articles, essays, reviews, and critiques.

PO 3. *Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)*

PO 4. Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information; and by making charts, conceptual maps, learning logs and/or timelines for a research document or other assigned tasks. (Connected to Research Strand in Writing)

PO 5. *Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. (Connected to Research Strand in Writing)*

PO 6. *Use knowledge of modes of expository writing (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.*

PO 7. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.

PO 8. *Support conclusions drawn from ideas and concepts in expository text.*

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Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

PO 1. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.

PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.

PO 3. Analyze the effectiveness of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents) to achieve its stated purpose(s).

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

PO 1. Describe the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text.

PO 2. Describe how persuasive techniques (e.g., repetition, sentence variety, understatement, overstatement) contribute to the power of persuasive text.

PO 3. Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.

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